Early Literacy

PHONOLOGICAL AWARENESS

Connie Colbaugh
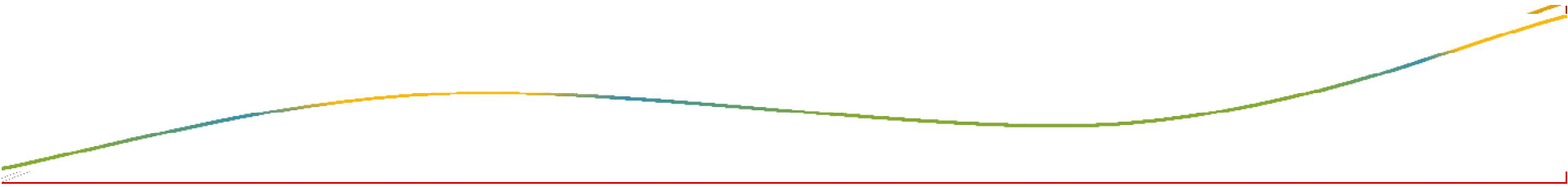
PHONOLOGICAL AWARENESS

Phonemic Awareness
- Isolation
- Identification
- Categorization
- Blending
- Segmentation
- Deletion
- Addition
- Substitution

Syllables

Words

Rhymes

Onsets & Rimes
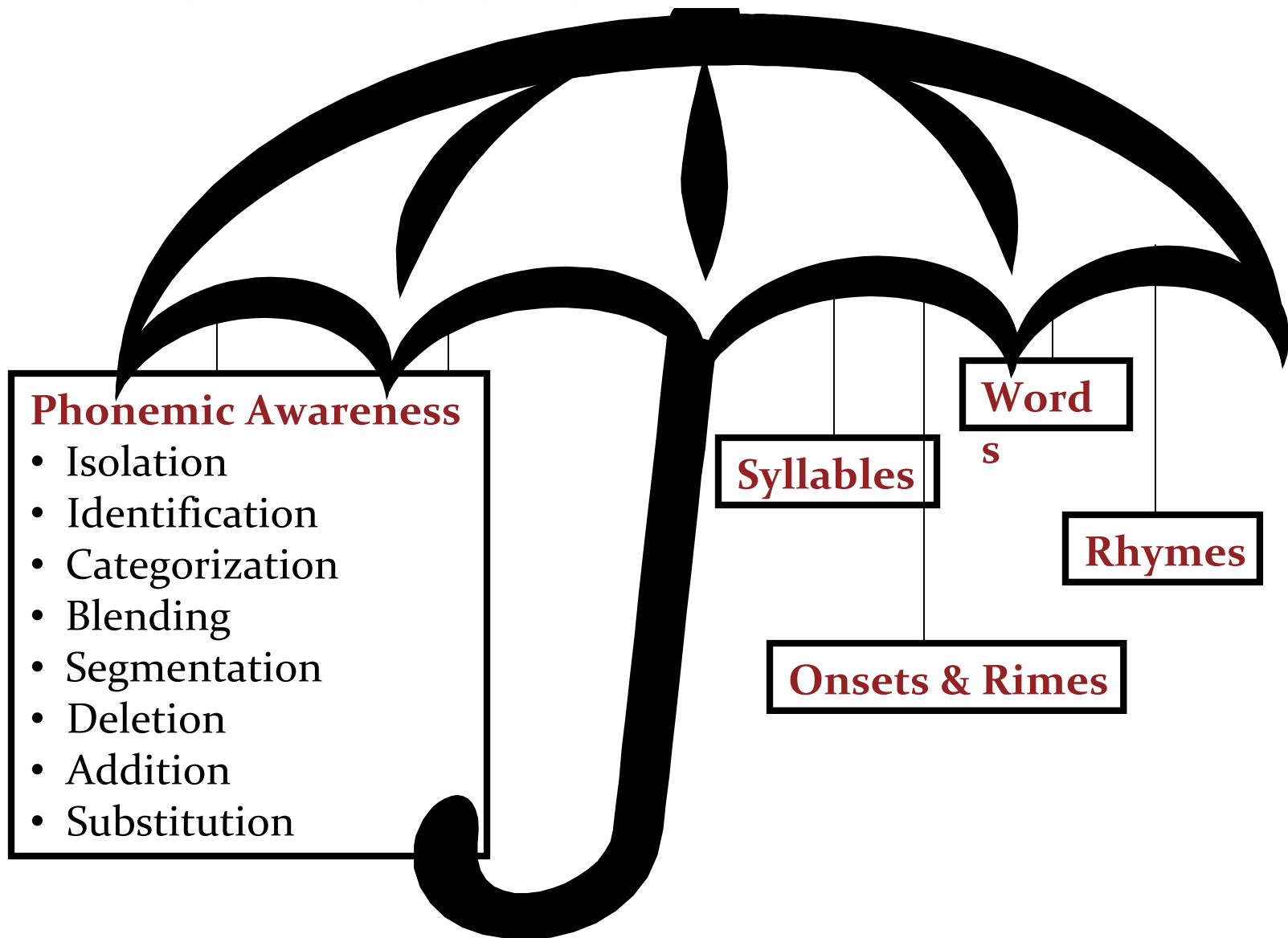
The Five Elements of Reading

- **Phonemic Awareness**
- Phonics
- Vocabulary
- Comprehension
- Fluency

"Correlational studies have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well children will learn to read during their first two years of school."

(NRP, 2000, p. 2-1)

Why is phonemic awareness so important?

- Phonemic awareness instruction helps children learn to read.

- Phonemic awareness instruction helps children learn to spell.

The Research Says . . .

"Children who fall behind in first grade reading have a one in eight chance of ever catching up to grade level."

(Juel, 1994)

"Phoneme awareness is the single best predictor of reading success between kindergarten and second grade."

(Adams, Stanovich, 1995)

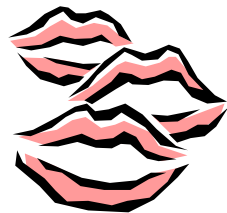"Phonemic awareness is more highly related to learning to read than are tests of general intelligence, reading readiness, and listening comprehension."

(Stanovich, 1993)

What is Phonemic Awareness?

Phonemic awareness is an understanding about and attention to spoken language.

It refers to the ability to recognize

and manipulate speech sounds.

(NRP, 2000; Armbruster, Lehr, & Osborn, 2001)

For Example . . .

Children who are phonemically aware can:

- Identify the beginning sound of "gateway": /g/

- Segment the word "hat" into its 3 sounds: /h/ /a/ /t

- Blend the sounds /d/ /o/ /g/ into the word "dog"

- Delete the last sound of "cart" and say the word "car"

A **phoneme** is the smallest part of spoken language that makes a difference in the meaning of words.

bat – **m**at – **s**at

Phonemes are linguistic units, not units of writing.

3 phonemes in each: Bit – bait – butt – bought

A unit of sound is represented in print using slash marks. **The phoneme or sound for the letter "m" is written /m/.**

What does instruction look like?

Explicit [Direct] Instruction Model

Model: **How to**   (My turn)

Guided Practice: **Let's do**   (Our turn)

Check: **You do**   (Your turn)

Areas of Phonemic Awareness Instruction:

- Isolation
- Identification
- Categorization
- Blending
- Segmentation
- Deletion
- Addition
- Substitution

Phoneme Isolation

**Children recognize
individual sounds in a word.**

How To:

Teacher: *What is the first sound in **van**?*

Children: *The first sound in van is /**v**/.*

Phoneme Isolation

Let's Do:

What is the first sound in:

tire	**clock**
pail	**star**
goat	**fish**

What is the last sound in:

Phoneme Isolation

You Do:

I spy something in the room that starts like:

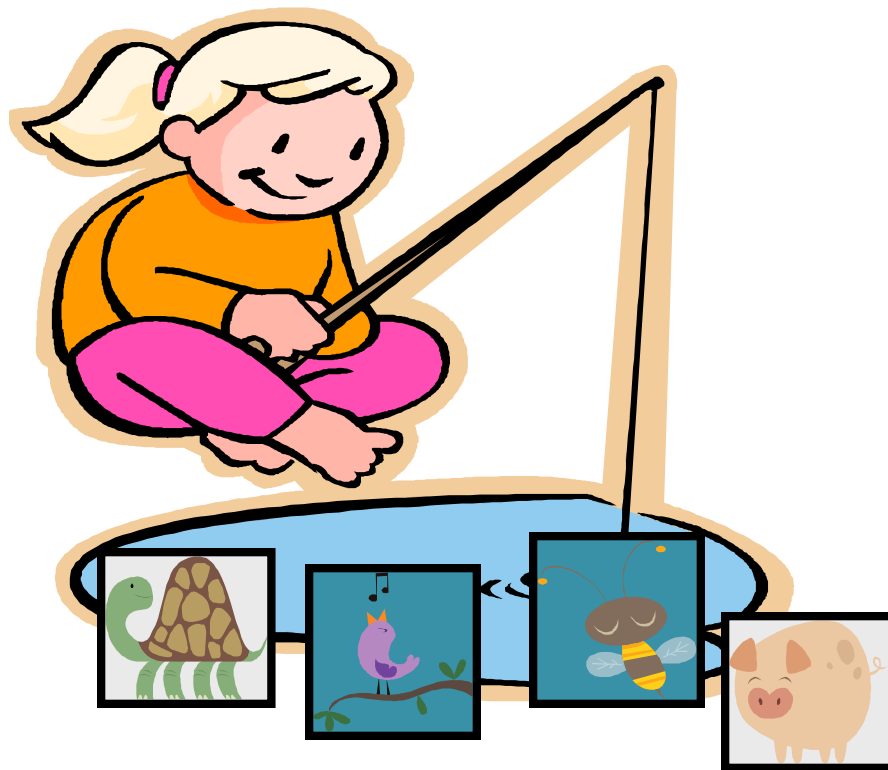**purple**   **teacher**

water   **cat**

IT'S IN THE BAG !
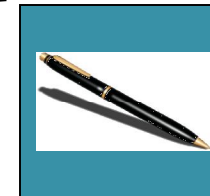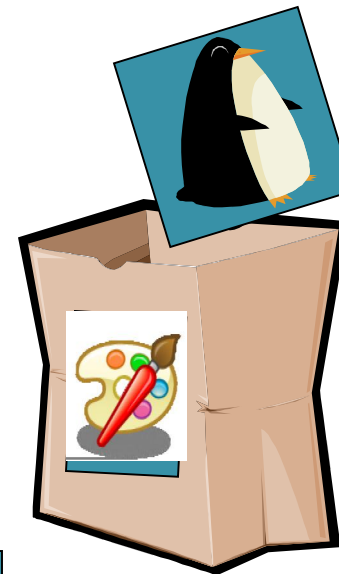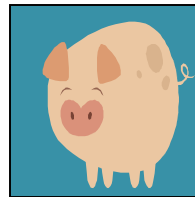
FISH POND
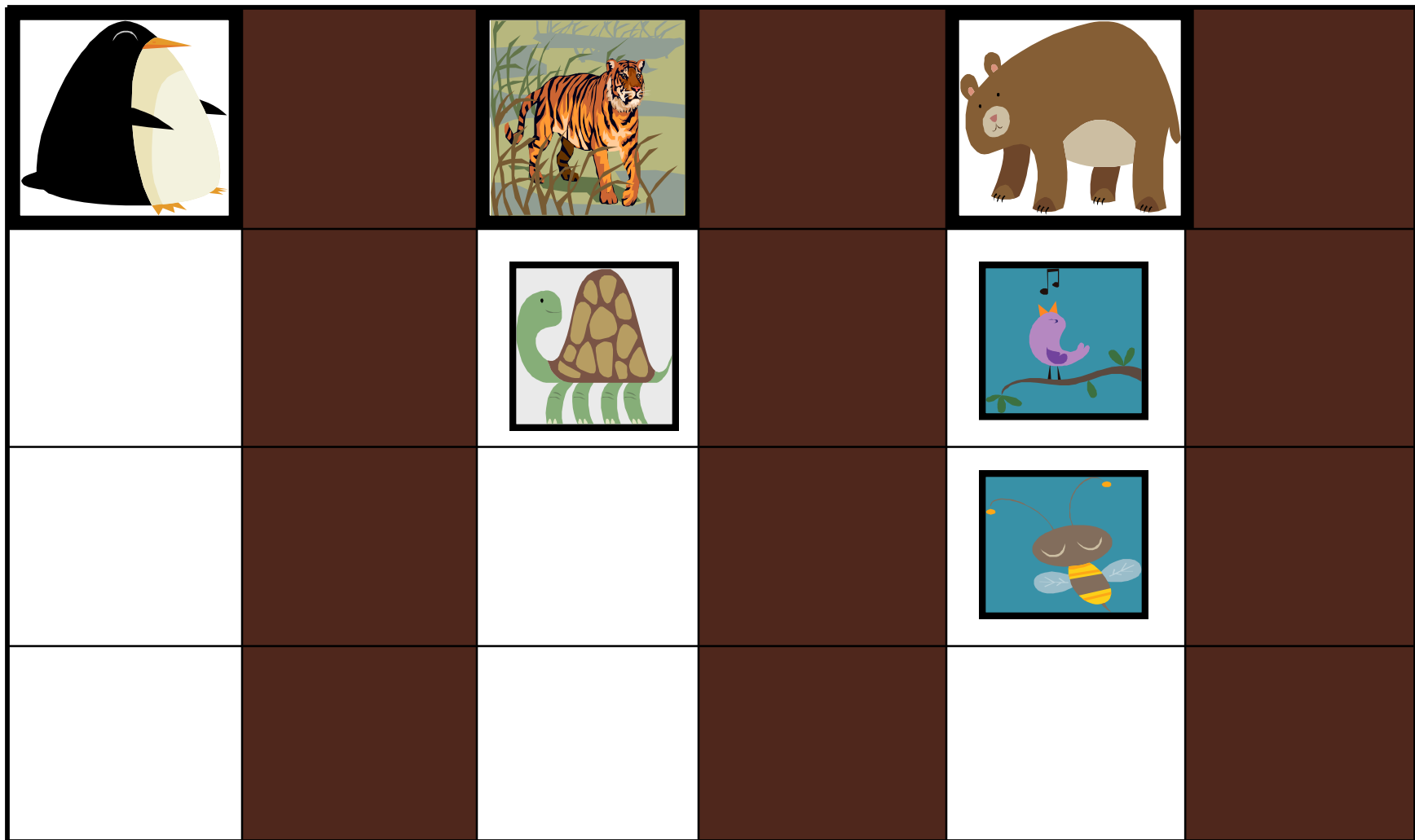
☑ **Beginning Sounds**

☐ **Middle Sounds**

☐ **Ending Sounds**

FISH POND

Phoneme Identification

Children recognize the same sounds in different words.

How To:

Teacher: *What sound is the same in fix, fall, and fun?*

Children: *The first sound /f/ is the same.*

Phoneme Identification

Let's Do:

Which sound is the same in...?

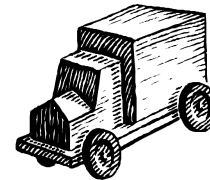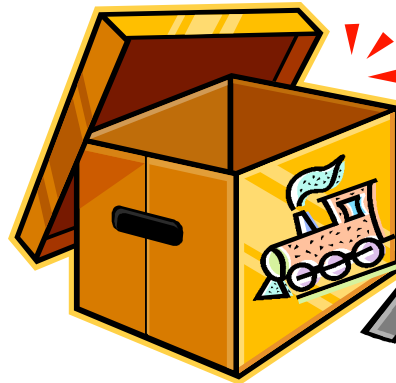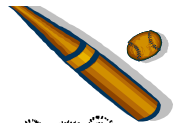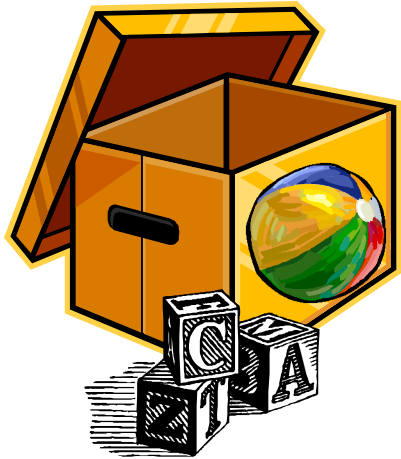|		
sat	**run**	**bike**
sister	**rice**	**bake**
sorry	**river**	**birth**

SOUND SORTING

CHECK THE BOX
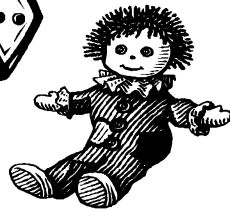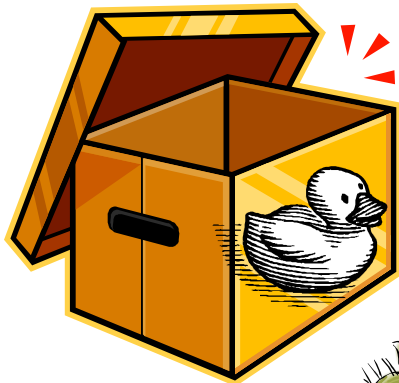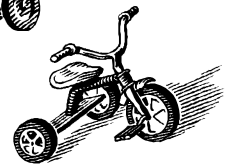
Phoneme Categorization

Children recognize the word in a set of three or four words that has the "odd" sound.

How To:

Teacher: *Which word doesn't belong?*
            bus, bun, rig

Children: ***Rig*** *does not belong.*
            *It doesn't begin with /**b**/.*
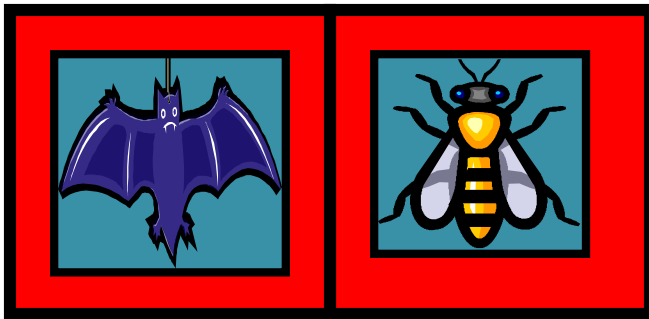
Phoneme Categorization

Let's Do:

Which word doesn't belong?

- **shake   ice   shave**

- **milk   butter   bug**

- **candle   cookie   gutter**

WHICH ONE DOES NOT BELONG?

You Do

The VELCRO secret
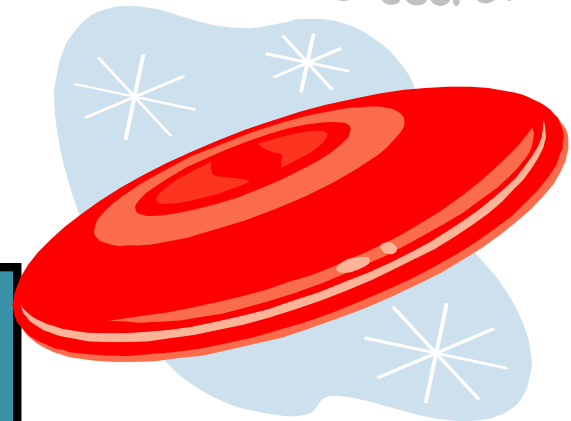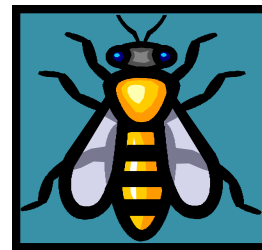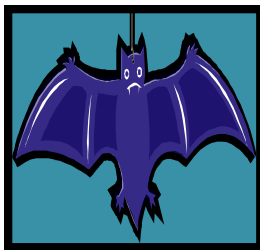
Phoneme Blending

Children listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word.

How To:

Teacher: *What word is /**b**/ /**i**/ /**g**/?*

Children: */b/ /i/ /g/ is **big**.*

Phoneme Blending – Types

Sound by Sound Blending   a n d

Continuous Blending   a n d

Vowel-First Blending   sit

Phoneme Blending

Let's Do:

What word is /_/ /_/ /_/?

/h/ /ou/ /s/

/p/ /i/ /t/

/s/ /a/ /n/ /d/

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STRETCH & SHRINK

ssseee   see

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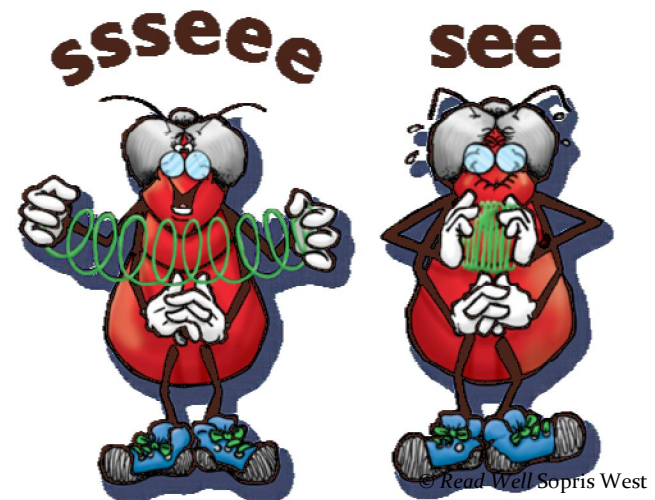
What's my word?

Phoneme Segmentation

Children break a word into its separate sounds, saying each sound as they tap out or count it.

How To:

Teacher: *How many **sounds** are in **grab**?*

Children: */g/ /r/ /a/ /b/. **Four sounds.***

Segmentation Levels

Counting words in a sentence

Counting syllables in words

Compound words

Counting phonemes in words

Phoneme Segmentation

Let's Do:

How many sounds are in **dog** *?*

cake   hen

lock   leg

sand   cat

/d/   /o/   /g/
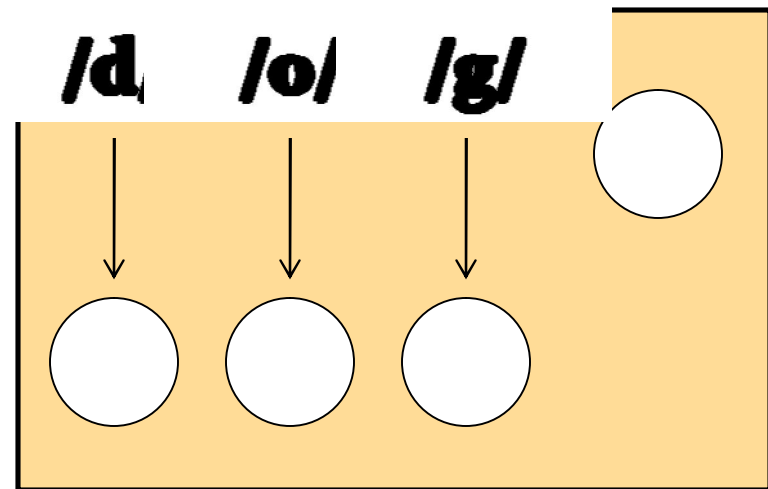
SHOW THE SOUNDS

- Reach
- Clap
- Tap
- Stomp
- Count

/Sss/ • /eeee/

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Phoneme Deletion

Children recognize the word that remains when a phoneme is removed from another word.

How To:

Teacher: *What is smile without the /s/?*

Children: *mile*

Phoneme Deletion

Let's Do:

What is ___ without the /_/?

ball without /b/   _____

fly without /f/   _____

rent without /r/   _____

eight without /t/   _____

Phoneme Addition

Children make a new word by adding a phoneme to an existing word.

How To:

Teacher: *What word do you have if you* ***add /s/ to the beginning of park?***

Children: ***spark****.*

Phoneme Addition

Let's Do:

*What word do you have if you add /_/ to the
beginning of ____?*

/s/   **to the beginning of mile**   _____

/c/   **to the beginning of law**   _____

/g/   **to the beginning of lad**   _____

/t/   **to the end of pass**   _____

Phoneme Substitution

Children substitute one phoneme for another to make a new word.

How To:

Teacher: *The word is* **bug**. *Change* **/g/ to /n/.** *What's the new word?*

Children: **bun**

Phoneme Substitution

Let's Do:

The word is ___. Change /_/ to /_/. What's the
new word?

tight	**/t/**	**to**	**/m/**	_____
bag	**/b/**	**to**	**/w/**	_____
lid	**/d/**	**to**	**/p/**	_____
cot	**/o/**	**to**	**/a/**	_____

It may seem like play, but it requires . . .

- **Explicit teaching**

- **Highly structured practice**

- **Independent practice**
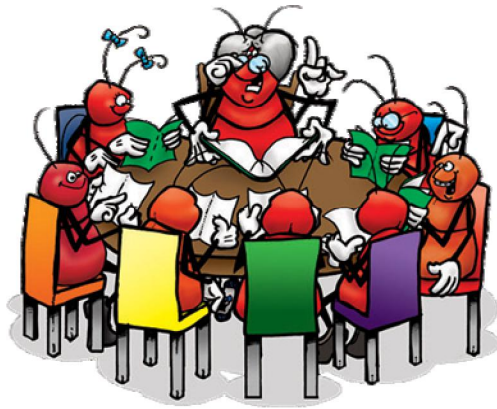
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Where's the greatest impact?

SEGMENTING
&
BLENDING

Phonemic Awareness instruction is most effective when it focuses on only one or two types of phoneme manipulation, rather than several types.
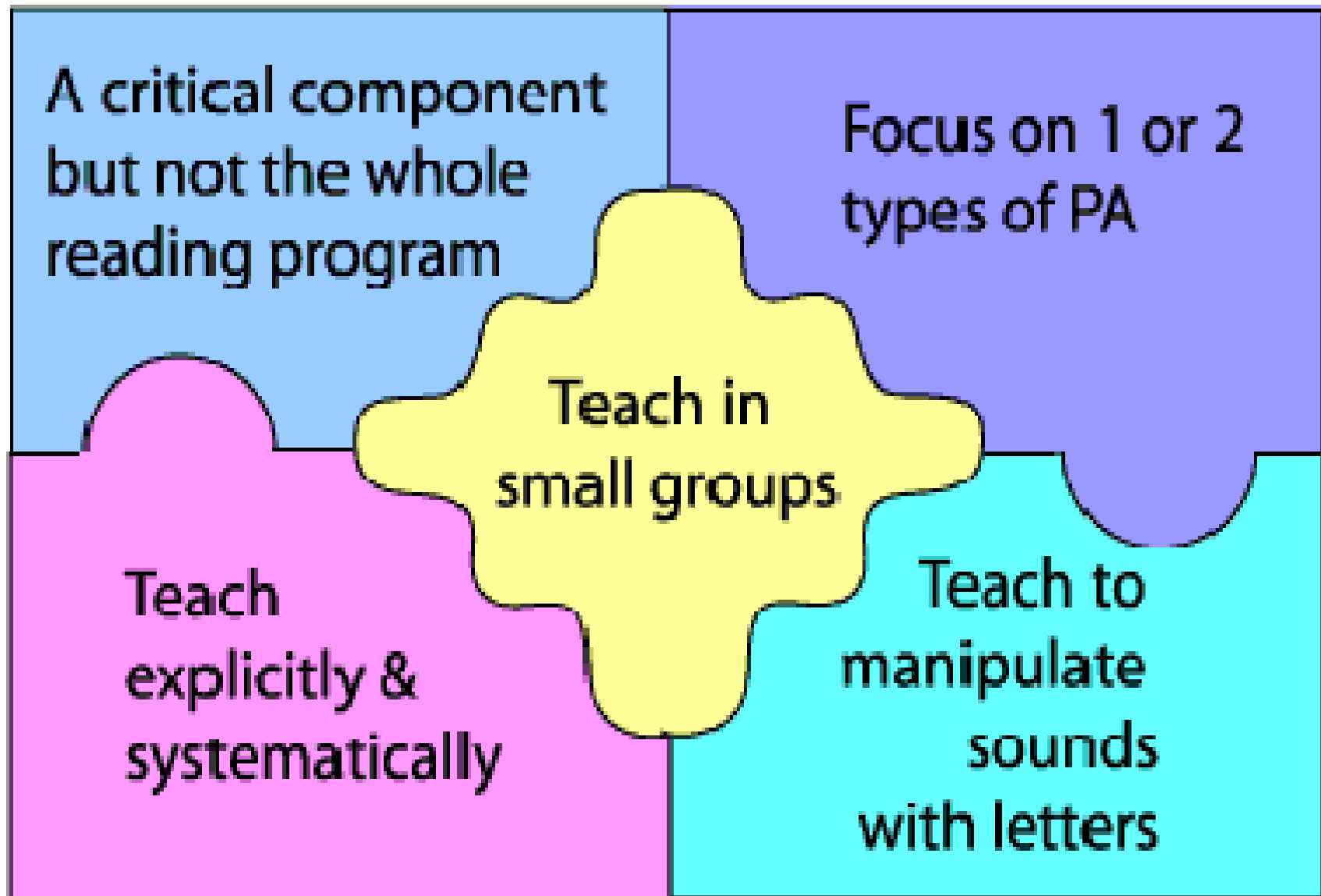
ABCDEFGHIJKLMNOPQRSTUVWXYZ

**A strong predictor
for success in reading is
early rapid and accurate
recognition of letter names.**

Phonemic Awareness Instruction is most effective when . . .

Children are taught to manipulate phonemes with letters.

National Reading Panel, 2000

reading.uoregon.edu/pa/

Summary

- Phonemic awareness is necessary, but not sufficient.

- Phonemic awareness can be directly taught.

- Phonemic awareness does not require extensive teaching time.

- Focus majority of instruction on blending and segmenting sounds.

- Teach letter names and the use of letters to manipulate sounds.